Chancellor John Carey’s Recommendations for OHIO’S POSTSECONDARY GLOBALIZATION INITIATIVE

A REPORT PREPARED BY THE OHIO BOARD OF REGENTS
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The Chancellor’s Charge

House Bill 484 directed the Chancellor of the Ohio Board of regents to designate a postsecondary globalization liaison to work with state institutions of higher education, other state agencies, and representatives of the business community to enhance the state’s globalization efforts.

The bill further required the chancellor to submit recommendations on future efforts to promote postsecondary globalization in the state to the Governor, the Speaker of the House of Representatives, and the President of the Senate.

In developing the recommendations required by this section, the legislation required the Chancellor to study current international postsecondary student recruitment practices and enrollment in the state and the retention of international postsecondary students in the state upon graduation. “The Chancellor also shall consult with institutions of higher education, state agencies, community organizations, and members of the business community. The Chancellor shall include recommendations regarding future efforts to promote the state’s postsecondary globalization that consider implications of, and opportunities for, encouraging international students to remain in the state after graduation. The Chancellor shall place a particular emphasis on the economic impact and effects on workforce development and shall identify provisions of state and federal law that could potentially limit the implementation of the recommendations.”

The Chancellor’s Message

Governor John R. Kasich championed Ohio’s legislation to better position the state to attract international students seeking to earn a college degree here and to encourage those students to remain in the state after graduation. Now, Ohio is the first state to approach and codify in law the opportunity that educating international postsecondary students presents to bolster the state’s global economic competitiveness with three synthesized policy objectives: (1) promote Ohio as a postsecondary destination globally, (2) encourage international postsecondary students to remain in the state beyond their study, and (3) enhance global economic competitiveness for native Ohio students. Formalizing these priorities at the state level with a coordinated consortium of postsecondary institutions, business, community and workforce development organizations, consumers and state agencies, with intentional “Welcome to Ohio” practices and an eye on fostering societal benefits, will strengthen the state’s global economic competitiveness and the standard of living for Ohio citizens.

Ohio’s postsecondary globalization initiative is a promising component of the state’s comprehensive education plan to improve student postsecondary success and transition students into Ohio’s workforce with the academic credentials necessary to meet the demands of the global economy. The three policy objectives described above are interlocked. An Ohio message articulated via a state-level platform that promotes the many diverse postsecondary assets available in the state will attract more students globally. Additionally, as a state we must continue to work together to optimize our ability to assure that those international students...
who chose Ohio from among their many options experience a sense of belonging. If these students feel isolated or disenfranchised they may not want to remain in the state and may deter other students from abroad to consider Ohio opportunities. Together we must reflect on what we as a state and higher education institutions, businesses and communities within the state do well in order to replicate those best practices; and what policies and practices we can improve upon that are not aligned with attaining our objectives.

In accordance with the requirements of H.B. 484, I appointed a postsecondary globalization liaison to work with public and private institutions of higher education, other state agencies, and representatives of the business community to coordinate a state-level approach to enhancing Ohio’s postsecondary globalization efforts. We consulted with members of the above groups along with the Inter-University Council of Ohio, Association of Independent Colleges and Universities of Ohio, Ohio Association of Community Colleges, Ohio International Consoritum, workforce development, business and community organizations, United States Departments of Commerce and State, international student consumers and immigration law experts. The purpose of expanding the scope of the consultations was to learn stakeholders’ perspectives on (1) the strengths and weaknesses of Ohio’s recruitment and retention of international talent; (2) how a state coordinated effort could improve Ohio’s economic competitiveness; (3) how to foster more collaboration between institutions of higher education and Ohio businesses to align workforce needs with academic talent; and (4) how creating environments and opportunities within the state could increase the number of international students who remain here after their study period and how doing so might support other state education initiatives.

The working group regularly met as a whole over the course of several months and offered feedback incorporating the following considerations: Guiding Principles1; Information and Data (known and needed); Key Strategies; Metrics and Benchmarks and Required Resources. Highlights of the group’s feedback included: (1) An Ohio message should promote the state’s diverse populations, campus environments, industries and communities and appeal to prospective, current and former international students; (2) strategies should aspire to increase awareness of cultures, careers and business opportunities and mobility among all Ohio students; (3) education-to-workforce opportunities need to be intentionally and systemically fostered; (4) a state-level platform should be leveraged to stimulate international relationships for Ohio’s economic growth; (5) robust data collection systems should be used to inform an ongoing strategic plan.

As Ohio competes with other countries and with other states within our country to attract the most talented students from around the world, fostering international students’ relationships with native-Ohio students provides a vital opportunity for native-Ohio students to expand their scope of knowledge and be more prepared to succeed in global environments. The benefits of our ability to encourage Ohio businesses’ engagement with international students will be revealed by reduced gaps in demands for highly skilled workers, future partnerships, economic competitiveness and well-being for Ohio’s citizens.

1 Guiding Principles can be found in Appendix I
Highlights

In fall of 2013 there were 29,488 international students on temporary visas enrolled at higher education institutions across Ohio, making up 4.1 percent of all college students in the state. Through their tuition, living expenses, and consumption habits, these students in 2013 supported 11,337 jobs in the state, and contributed $827.28 million to the state’s economy which makes Ohio’s postsecondary education of international students the state’s 15th largest export. The Institute for International Education’s (IIE) Open Doors, November 2014 publication, reported Ohio to have 32,498 postsecondary international students and proportional increases in relative economic impact. That larger IIE student number includes those who are studying in Ohio on “green cards”, and therefore, includes students who ultimately will be able to naturalize. Ohio’s potential to attract and retain students who are temporary visa holders - not on their way to becoming permanent U.S. citizens - and the economic and societal impact of achieving that potential is the primary focus of this report.

FIGURE 1:
DATA COMBINES INTERNATIONAL STUDENTS STUDYING IN OHIO ON NON-RESIDENT AND PERMANENT IMMIGRATION VISAS.

Setting and reaching targets for attracting and retaining more international students would result in substantial added demand for services and goods in Ohio, providing a boost to the state’s economy. If adopted and implemented, the recommendations proposed by the Chancellor of the Ohio Board of Regents will result in more of the world’s top students choosing to come to Ohio to study—and potentially live—beyond graduation.

2 Data on international enrollment is derived from The Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. Available here: http://nces.ed.gov/ipeds/datacenter/.
3 Economic data is derived from The International Student Economic Value Tool maintained by NAFSA, the Association of International Educators. Available here: http://www.nafsa.org/Explore_International_Education/Impact/Data_And_Statistics/The_International_Student_Economic_Value_Tool/.
• **Ohio’s recommended model is unique and innovative in its state-level platform:** inclusion of diverse education, business, public interest and community stakeholders; and three-pronged policy priorities codified in state law. Other states rely on postsecondary institutions within a region of the state organizing to pool resources to promote attraction to the participating locale. A few state administrations have prioritized international talent retention at the state level, but have not prioritized international attraction, intentional benefits to native students, or formal engagement of stakeholders. The strategies recommended in this report leverage and streamline common interests and coordinate state actions to attract international interest in Ohio as a postsecondary destination and vital partner for international trade and foreign direct investment.

• **Increasing the share of international students at colleges and universities in Ohio would generate hundreds of millions of dollars in economic impact and support thousands of new jobs.** Increasing the share of international students to six percent of the total postsecondary student population is estimated to increase the total economic contributions of international students by $420 million, to more than $1.2 billion total, and support an additional 5,751 jobs. An eight percent increase would result in an $835 million increase in economic contributions, plus an 11,447 increase in new jobs.

• **Correcting Ohio’s lagging retention of international students currently studying in the state to a rate slightly above the national average would generate almost $100 million in the state’s economy and support more than 1,000 new jobs.** Ohio’s current retention rate is significantly below the national average. Increasing that rate to 50 percent would result in an additional 5,514 students remaining in the state after graduation, would generate $95.1 million, and support an additional 1,200 jobs.

• **Over the coming years, an increase in international graduate retention would create thousands of additional jobs, boost the Gross State Product (GSP), and increase population growth.** Boosting international student retention statewide to 50 percent would create between 4,468 and 8,864 new jobs within six years, increase GSP by $700 million to $1.4 billion over the next 30 years, and grow the state’s overall population by approximately 40,000 to 84,000 over the next 50 years.

• **Increasing the number of international students studying at universities in Ohio is expected to benefit the overall academic environment by increasing the number of patents awarded at these universities, boosting their global competitiveness.** Increasing the number of international students so they make up six or eight percent of the total postsecondary student population in the state overall would result in a 28.3 to 56.9 percent increase in the number of patents awarded statewide.

• **Amending state law to address international students’ ability to drive a motor vehicle during their lawful presence in the state will improve Ohio’s ability to retain international talent and gain instant statewide goodwill among international students, institutions of higher education, and business.** It would eliminate the barrier created by current Ohio law, which terminates driving privileges of international postsecondary students in Ohio before they are required to leave the country.
Based on 2013-2014 academic year data, Ohio is nationally ranked as the eighth-largest provider of international postsecondary education. California and Illinois are ranked numbers one and five, with those states, respectively, educating 121,647 and 42,527 international postsecondary students. The numbers indicate that 44 percent fewer international students came to Ohio than to fifth-ranked Illinois. Students came to Ohio from the following top five countries and represented the indicated percentage of the state’s international postsecondary student population: China (41.8%), India (13.4%), Saudi Arabia (12.3%), South Korea (4.7%), and Canada (1.8%). However, according to data submitted to the Ohio Board of Regents by public and private postsecondary institutions in Ohio for the same period, students from at least 189 countries have come to Ohio for postsecondary education. IPEDS data showed that almost 80% of all international students’ field of study was a science, technology, engineering or math (STEM) discipline or a business and management course of study. The fastest-growing student populations in the United States during this same time period were from Kuwait, Brazil, and Saudi Arabia. Governments of all of these countries are investing heavily in scholarships for international studies to develop a globally competent workforce.

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5 Ohio’s international postsecondary students by home-country in Appendix II.
6 Integrated Postsecondary Education Data System (IPEDS) is maintained by the National Center for Education Statistics.
As of fall 2013, there were 719,639 students attending public and private institutions of higher education in Ohio. The academic-level breakout of that total student population was 627,500 undergraduate students and 92,139 graduate students. By comparison, the total number and share of international students on temporary visas attending those institutions was 29,488, or 4.1 percent of all college students in the state. However, the academic-level breakout of those students was 16,536 undergraduate-level (56%) and 12,952 graduate-level (43.9%). Over the last five years, a 97-percent increase of international undergraduate students attending Ohio’s public postsecondary institutions has fueled the state’s growth of international postsecondary enrollment. In 2008, the percentage of international undergraduate students enrolled in public colleges and universities relative to the state’s total public undergraduate population was 1.9 percent. By 2013, the proportion of international undergraduates attending public colleges and universities relative to the state’s total public undergraduate population grew to 4.5 percent.

Although Ohio campuses have seen an increase in international student enrollment, global recruitment has been limited in the state. This is due to a lack of a coordinated state presence in the promotion of Ohio as a postsecondary destination internationally, and in leveraging efforts concurrently under way to address the needs of business and strengthen the state’s global economic competitiveness.

To understand how Ohio can more efficiently recruit foreign-born postsecondary talent on temporary visas to the state and ultimately retain that talent, it is critical to consider that federal law, United States’ Immigration and Customs Enforcement (I.C.E.) regulations, govern the conditions authorizing these students to enter the United States and, therefore, to study in Ohio. All foreign-born individuals choosing to come to Ohio to study must enter the country under one of three temporary visa categories the F-1, J-1, and M-1. In Ohio, approximately 90 percent of international postsecondary students here on temporary visas hold an F-1, about nine percent hold a J-1 and one percent are studying under an M-1 visa. The distinctions among these three visa categories determine whether a student may earn a degree or take a limited number of courses; remain a student for one-year, two years or longer and engage with Ohio business for an additional 12 or 29 months.

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8 Nationally international students constitute 4% of the higher ed population. See Appendix III.
9 See footnote “1”
10 Ohio Board of Regents data reporting nonresident postsecondary undergraduate students attending University System of Ohio institutions. This data includes international students with permanent residency “green cards” and those who are temporary visa holders.
11 Each “F” visa holder, is a student attending a full-time degree or academic program at an Ohio college or university and each could remain here as long as it took the student to finish his or her course of study
12 Each “J” visa holder takes college courses but will ultimately be required to return home to apply the credit to a degree program in his or her home country.
13 The objective of each “M” visa holder is to obtain a Professional Certificate of Value through non-academic or vocational study.
14 The spouse and minor children of the student visa holder are subject to regulations associated with the visa category held by the student.
15 According to self-reported data submitted to the Ohio Board of Regents by public and private postsecondary institutions in Ohio for the fall 2013 enrollment period.
16 See distinctions between the F-1, J-1 and M-1 visa categories in Appendix IV.
Under federal law, all three of the student visa categories allow the student to engage with business in order to increase practical skills related to the student’s postsecondary program of study. Students under the “F” visa may work part-time in a practicum-like relationship with business called Curricular Practical Training (CPT). In addition, the “F” visa holder may also work for a period of time after graduating from his/her program of study under the Optional Practical Training (OPT) opportunity. Unlike CPT, which is available while the student is still learning in the program of study, OPT is intended to provide international students on temporary visas with an opportunity to apply the knowledge acquired through the degree or vocational education and gain experience by working in the related field. OPT must be approved by the institution of higher education, but is available for 12 months beyond the student’s academic program. This opportunity may be extended by an additional 17 months, creating a 29-month OPT opportunity for international postsecondary STEM graduates.

Figure 2 on the next page illustrates the breakdown, by percentage, of international students as being undergraduate - or graduate - level or engaged in OPT, from each of the top five international postsecondary student populations in Ohio during the 2013-2014 school year.

17 A “practicum” involves the supervised practical application of previously studied theory.
FIGURE 2 - THE CURRENT PICTURE:
INTERNATIONAL STUDENTS’ ACADEMIC OBJECTIVE

FIGURE 3:
ECONOMIC BENEFIT BY U.S. CONGRESSIONAL DISTRICT IN OHIO

Sources:
Institute for International Education & The Ohio Board of Regents
**Imperative to Act**

As populations in China, India, Saudi Arabia, South Korea, Canada, and increasingly in South America, Africa, and elsewhere increase the value they place on higher education from the U.S., Ohio must seize the opportunity to coordinate efforts of the state and within the state to communicate an Ohio message, and provide students of the world with a reason to consider Ohio for higher education, innovation, employment, and lifestyle. By 2020, Ohio is projected to require one million additional postsecondary credentialed persons in the workforce to meet the demand of the global economy, and it is anticipated that there will be at least five percent fewer high school graduates in 2022 than in 2011. Additionally, the composition of Ohio’s labor force is changing. Our slow population growth is resulting in more and more of the labor force being age 55 and older. Due in part to these factors, by 2022 Ohio’s labor force is projected to lose 90,000 workers primarily in employment fields that require a bachelor’s degree or higher credential.

**FIGURE 4:**
**OHIO POPULATION AND LABOR FORCE TRENDS**

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20 Ohio Department of Job and Family Services, 2022 Ohio Job Outlook and Employment Projections, page 10.
21 Ohio Department of Job and Family Services, 2022 Ohio Job Outlook and Employment Projections, page 7.
22 Ohio Department of Job and Family Services, 2022 Ohio Job Outlook and Employment Projections, page 22.
While Ohio continues to prioritize policy and dedicate resources toward native Ohio students’ education and credential attainment at all levels, maximizing our ability to introduce postsecondary global talent into the state will add human capital. Such talent has historically demonstrated a spur to innovation and entrepreneurship - resulting in more jobs for Ohioans - while mitigating population decline and workforce gaps. International students create jobs for Ohioans and often develop technological innovations that drive economic growth in the state. According to a recent study by the Partnership for a New American Economy, between 2006 and 2010, 5.1 percent of new businesses in Ohio were created by foreign born entrepreneurs, contributing almost 1.3 billion to the state’s economy.23, 24

Whereas, there are federal limits on the state’s ability to control retention of foreign nationals, Ohio can better optimize its opportunities, despite those limits. Establishing the infrastructure for the consortium model recommended in this report will allow the state to leverage common interests among public and private stakeholders within the state to draw international attention to Ohio as a postsecondary destination and vital partner for international trade and foreign direct investment. Non-action on this opportunity means highly skilled talent from around the globe will choose to earn postsecondary credentials elsewhere and build economic competitiveness elsewhere.

24 Most popular fields of study among international students. See Appendix V.
“Welcome to Ohio.”

Although I.C.E. regulations govern the foreign national’s ability to be in the state, Ohioans impact the international student experience while s/he is here and limit or maximize retention opportunities that are already legally authorized. Whereas individuals in the state on a student visa are destined to have to leave the state once their visa expires, the state and potential employers are currently forcing many students to leave prematurely. This report later examines the economic impact of practices in the state that result in international students having to leave Ohio prematurely. Working together, at a state-level as a statewide consortium of public and private postsecondary institutions; business, community, and workforce development organizations; consumers; and state agencies, Ohio can collectively advance toward reaching established targets for attracting and retaining more international students to substantially boost the state’s economy through cooperative and coordinated strategic activities. One such immediate opportunity for state-level coordination that would demonstrate the state’s commitment to welcoming international students and encouraging them to want to remain in Ohio would be for the state to remedy the international student’s driver’s license expiration date struggle, which often limits retention.

Under current Ohio law, the international student’s driver’s license expires on the date the student’s education program ends, rather than the date that the student’s “legal presence” expires in accordance with federal law. Under federal law, there is an automatic grace period of 60 days for full-time degree-seeking students. This federally authorized grace period begins on the day after the last day of the study period. In Ohio, this legal grace period is not reflected as being the legal presence date used for driver’s license expiration purposes. Therefore, the international student’s driver’s license expires while s/he is still legally in the state.

The grace period is often a time students try to secure employment, but without a valid driver’s license the interview and networking processes are often stifled, further limiting the state’s talent retention opportunities. International postsecondary graduates commonly interpret Ohio’s message as wanting them to leave the state. Resolution of this issue would require legislative action to ensure that the international student’s driver’s license expires on the date that corresponds with the automatic legal grace period established by federal law. Such legislation would powerfully demonstrate that Ohio has prioritized the policy of welcoming the retention of international talent.

25 Ohio Revised Code Section 4507(E) in relevant part. A nonrenewable license expires on the same date listed on the legal presence documentation, or on the same date in the fourth year after the date the nonrenewable license is issued, whichever comes first.
26 In Ohio, legal presence “documentation” is strictly interpreted as being the form noting the end of the study period.
27 Under federal law, the automatic grace period for an F-1 or M-1 visa holder is 60 days, and for a J-1 visa holder it is 30 days. In Ohio, this legal grace period is not reflected as being the legal presence date used for driver’s license expiration purposes.
Ohio’s Proposed Model is Unique and Innovative

The recommendations of this report center on Ohio establishing a consortium infrastructure at the state-level managed by the Chancellor of the Ohio Board of Regents and composed of public and private postsecondary institutions; business, community, and workforce development organizations; consumers; and state agencies, to achieve the three-pronged policy objectives: (1) promote Ohio as a postsecondary destination globally, (2) encourage international postsecondary students to remain in the state beyond their study, and (3) enhance global economic competitiveness for native Ohio students. The model’s premise is that as multiple-interests within the state work together, the ongoing attainment of the aforementioned policies will benefit the state as a whole and the component interests represented by the consortium. The funding of activities driven by this model is proposed to be a combined, public and private shared contribution structure.

Ohio’s colleges and universities feature diverse programs of study and research, populations, campus cultures and communities. Historically, the onus of recruiting international students to colleges and universities in Ohio has been left to the individual postsecondary institution. The effort has traditionally been driven by faculty, students, and staff members. For most institutions, international recruitment requires developing and sustaining relationships abroad and creating and administering an international profile for the individual institution. Because of these factors, student mobility programs and international-student recruitment is generally limited at the institution level to familiar global places and interpersonal relationships dependent on staffing. The cost is often difficult for institutions to sustain. Although many Ohio colleges and universities could be a good fit for a given international student, a student is able to consider applying only to a school with which s/he is familiar. Since Ohio’s global economic competitiveness requires prosperous innovative businesses in the state and a talented workforce to meet the needs of a global economy, an important means for continuing to transform Ohio’s economy into that which is diverse and knowledge-based is through the mobility of students and scholars.

In a recent national survey, 37 percent of international students who responded cited access to jobs or internships as their main reason for dissatisfaction with the postsecondary institution they were attending. When students are dissatisfied with their postsecondary experience, they often “say so” by transferring schools. Ohio’s ability to curtail international postsecondary attrition and improve international students’ retention is significant because word-of-mouth

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30 World Education Services conducted the 2013 survey. http://www.nafsa.org/Find_Resources/Publications/Periodicals/International_Educator/Retaining_International_Students/
recommendations are crucial to future students’ decisions regarding where they choose to attend.\(^{31}\) By communicating a state-of-Ohio message - Ohio’s “brand” - with routes for global talent to integrate with business earlier and for longer, and by leveraging state-level relationships through the consortium, Ohio can optimize efficient attraction and retention of international postsecondary students. **The Ohio model proposed is unique and innovative.**

The Department of Commerce, U.S. Commercial Service division, has a network of education specialists to promote U.S. postsecondary education as a commercial export, and the Bureau of Educational and Cultural Affairs, division of the U.S. Department of State, supports advising centers world wide to advance the U.S. diplomatic advantage in other countries by helping international students find U.S. schools that are a good fit. States such as Indiana, Texas, California, Illinois, Colorado, and others participate as “study states.”\(^{32}\) Under U.S. Commercial Service they have formed study-state entities composed of member colleges and universities within their state to pool resources in order to promote the study-state entity’s members overseas. These study-state entities are independent non-profit organizations, and although some have state leaders on their boards of directors, Ohio’s recommended model is unique in its state-level platform, education, business and community membership and policy priorities codified in state law. Although the focus of these study-state entities is primarily international student attraction, it has been demonstrated that raising the profile of a state, city, or region through postsecondary education export activities tends to increase international trade and foreign investment for local companies\(^ {33}\) in that area. **Therefore, it is anticipated that the targeted efforts described in the recommendations of this report will robustly attract international interest in Ohio as a postsecondary destination and vital partner for international trade and foreign direct investment.**

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\(^{32}\) A list of study-state organizations here: http://export.gov/industry/education/eg_main_022048.asp  
Economic Impact If Ohio Optimizes International Postsecondary Student Retention

Ohio could have an immediate positive economic impact by increasing the number of businesses in the state that are knowledgeable about opportunities and willing to hire international students who are striving to remain in the state and work, and whose permission to do so is already authorized under CPT and OPT. By educating and incentivizing Ohio’s business community to hire highly skilled international students under existing opportunities, talented international postsecondary students could begin working in Ohio, building relationships with business earlier and for longer.

A business providing an international STEM student with part-time CPT for 12 months may continue the employer/employee relationship with the student for an additional 29 months, allowing three-and-a-half years of employment. Demonstrating that highly skilled postsecondary students can directly and immediately benefit business is exemplified by the state’s Ohio Export Internship Program. Having paired 60 undergraduate students with companies in the last three years, the Development Services Agency reported that those Ohio companies attributed more than $11 million in expected global sales to being a direct result of the students’ contribution.\(^{34}\)

However, Ohio’s retention of postsecondary talent under OPT is significantly below the national average. A 2013 study by the Brookings Institute\(^ {35}\) found that nationally, 45 percent of international students in the 120 largest international student centers around the country remained in the cities where they studied after graduation on the OPT visa. The figures for Ohio cities, however, were much lower. Brookings, in its report, found that 31.3 percent of full-time degree seeking foreign students in Ohio’s major student centers ended up staying in the

\(^{34}\) Ohio Development Services Agency, press release October 30, 2014

metropolitan area where they studied after graduation on an OPT visa. Using this figure as a gauge, we can say that if the 31.3 percent of the international students who are in the state on temporary visas currently remained after graduation, that would be 9,230 students remaining in Ohio for work experience.\textsuperscript{36} If the state could succeed in raising that figure to 50 percent, however, it would see a large increase in the number of recent graduates remaining in the state. \textbf{Achieving 50 percent retention would result in an additional 5,514 students remaining in the state after graduation for such work experience.}

Little research has been done on the spending patterns of students who are in the country on OPT. However, if we assume that these graduates and their dependents spend the same amount of money they spent as students during OPT, less their tuition and school-related fees, those additional 5,514 students would contribute an estimated $95.1 million per year to the state’s economy.\textsuperscript{37} Their spending would support an additional 1,294 jobs.

\textbf{The recommendations in this report suggest setting a target to increase the number of international students at postsecondary institutions in Ohio to a total of six percent of the student population within the next two years.} This would require an increase of a total of 14,959 international students, resulting in 44,447 international students on temporary visas in the state overall. That group would contribute an estimated $1.2 billion annually to Ohio’s economy and support 17,088 jobs for Ohio residents. This translates into 5,751 more jobs and almost $420 million more in economic investments than 2013 levels.\textsuperscript{38} Tables 1 and 2 assume that total university seats in the state for all students, international and domestic, grow at the same rate as they did between 2008 and 2013.

\textbf{TABLE 1:}
\textit{PROJECTED NUMBER OF COLLEGE SEATS IN TWO YEARS AND ESTIMATES FOR SIX AND EIGHT PERCENT TARGETS FOR ATTRACTING INTERNATIONAL STUDENTS}

<table>
<thead>
<tr>
<th></th>
<th>Projected # of College Seats</th>
<th>Number of International Students at 6%</th>
<th>Additional # Needed to Reach 6%</th>
<th>Number of International Students at 8%</th>
<th>Additional # Needed to Reach 8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad</td>
<td>644,192</td>
<td>24,924</td>
<td>8,388</td>
<td>33,233</td>
<td>16,697</td>
</tr>
<tr>
<td>Graduate</td>
<td>95,589</td>
<td>19,522</td>
<td>6,570</td>
<td>26,030</td>
<td>13,078</td>
</tr>
<tr>
<td>Total</td>
<td>740,781</td>
<td>44,447</td>
<td>14,959</td>
<td>59,262</td>
<td>29,774</td>
</tr>
</tbody>
</table>

\textsuperscript{36} A self-reported data sample submitted to the Ohio Board of Regents from 40 public and private postsecondary institutions in Ohio revealed only a 15 percent retention of eligible visa holders are remaining in the state under OPT experience.
\textsuperscript{37} Ohio specific economic models were uniquely developed for this Report, by Partnership for a New American Economy, November 2014.
\textsuperscript{38} See footnote 33.
TABLE 2:
**CURRENT AND PROJECTED ECONOMIC CONTRIBUTIONS OF INTERNATIONAL STUDENTS, ON NONRESIDENT VISAS, AT SIX PERCENT AND EIGHT PERCENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Economic Contribution (in millions of $)</th>
<th>Total Number of Jobs Supported</th>
<th>Net New Jobs Supported</th>
<th>Additional Economic Contribution (in millions of $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 (Current)</td>
<td>$827</td>
<td>11,337</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Six Percent</td>
<td>$1,247</td>
<td>17,088</td>
<td>5,751</td>
<td>$420</td>
</tr>
<tr>
<td>Eight Percent</td>
<td>$1,662</td>
<td>22,783</td>
<td>11,447</td>
<td>$835</td>
</tr>
</tbody>
</table>

TABLE 3:
**CURRENT AND PROJECTED ECONOMIC CONTRIBUTIONS OF INTERNATIONAL STUDENTS, ON NONRESIDENT VISAS, WITH INCREASED OPT RETENTION OF 50 PERCENT AND A SIX PERCENT AND EIGHT PERCENT INCREASE ACHIEVED**

<table>
<thead>
<tr>
<th>Year</th>
<th>Increased Retention to 50% Means Additional OPT Graduates</th>
<th>Additional Annual Contribution in Student Spending (in millions of $)</th>
<th>Additional Number of Jobs Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 (Current)</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Six Percent</td>
<td>8,312</td>
<td>$143.4</td>
<td>1,950</td>
</tr>
<tr>
<td>Eight Percent</td>
<td>11,082</td>
<td>$191.2</td>
<td>2,601</td>
</tr>
</tbody>
</table>
Economic Impact of Retaining International Talent in Ohio, Beyond Their Study

Retaining students is important from an economic perspective. In many parts of Ohio, I.C.E. regulatory change, allowing more international undergraduates and graduate students to remain in an area as workers and residents, would help raise the average level of education of residents overall. A larger supply of more educated workers, in turn, would enable companies to expand and conduct cutting-edge work within state lines, creating more jobs for workers at all skill levels. Numerous studies have shown that higher levels of educational attainment and denser concentrations of human capital have significant positive economic effects for both cities and regions. These effects range from increases in productivity, job creation, wages, and population growth, as more people move to areas once in decline. Ohio’s ability to retain highly skilled foreign nationals beyond their study in the state would continue to generate billions of dollars in the state’s GSP. Between the years 2006 and 2011, there were 20,768 new Ohio businesses owned by immigrants. These businesses generated about $1.3 billion in the state during the same time period. 39

Using a variety of data from the U.S. Census, Bureau of Labor Statistics, and the U.S. Department of Commerce, and economic models developed by economists at Harvard University, 40 Clemson University, 41 and Gustavus Adolphus College, 42 we estimate how retaining 50 percent of international students for the long term—a figure more in line with the national rate calculated by Brookings and the same figure applied to OPT student retention projections above—would impact the state on a variety of economic variables. The figures in this section assume that Ohio is able to encourage more of the current international students already here to remain after graduation, while at the same time attracting more international students. Specifically, we model how a 50-percent retention rate might impact the state if it reaches the goal of having international students on temporary visas comprise six or eight percent of the total postsecondary student population in the state overall. 44

43 See Footnote 33.
44 Both the Simon and the Ray studies controlled for a variety of factors and variables in order to isolate the effect of increased levels of education among the adult population. Therefore, the analysis resulting here, assume that all other things held equal or unchanged.
These scenarios vary in length, depending on the variable in question. For job growth, the effects listed are for a six-year period after the target of six or eight percent is reached. For effects on GSP, the effect is given at the end of a 30-year period. For income and population growth, the effects are calculated over a 50-year period. In other words, positive effects should be viewed as increases on top of the natural growth in GSP, job growth and population that would occur normally due to natural increase, fluctuations in the national economy, and inflation.

While these rates of change may seem small, when they are viewed in context, their implications become much clearer. As discussed above, within two years, Ohio hopes to raise the number of international students so it reaches 44,476 or 59,262 people—or roughly 6 or 8 percent of all international postsecondary students enrolled in the state overall. Instead of being cumulative, our figures examine what would happen if we were able to convince 50 percent of those students—or just 22,238 people in the six-percent scenario—to remain in the state in the years that follow. Given that we’re looking at a relatively small number of people, the impact they have in the years after their studies conclude is actually quite significant. If the state makes the 50 percent retention an ongoing policy, the cumulative impact of such policy would become far larger than what is documented here.

To give an idea of the magnitude of percentages, we show what they would mean using today’s values. For instance, a discussion of a 1.77 percent increase in GDP quantifies what that would mean if today’s GDP were to grow by that amount in the coming years.

**TABLE 4:**
**NUMBER OF INTERNATIONAL GRADUATES ON TEMPORARY VISAS RETAINED IN STATE, THREE SCENARIOS**

<table>
<thead>
<tr>
<th>Number of retained international graduates in Ohio, assuming 50 percent retention rate</th>
<th>Six Percent</th>
<th>Eight Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22,238</td>
<td>29,650</td>
</tr>
</tbody>
</table>

Source: Partnership for a New American Economy applying 2014 Integrated Postsecondary Data System (IPEDS)

Applying Simon’s 1998 model, we calculate that a one percent rise in the share of adults with a higher education (bachelor’s degree or higher) results in a 0.9 percent increase in employment at the county level over a six-year period. Statewide, for the six percent scenario, we calculate that retaining half of the international students in Ohio would create an additional 4,468 jobs statewide within the next six years. For the eight percent scenario, this number increases to 8,864 additional jobs for Ohio residents.
Applying Ray’s 2014 model, we assume that each one percent rise in adults with a higher education degree results in an increase of 1.77 percent in per capita GSP in the state over a period of 30 years. In today’s numbers this would mean an increase of more than $62 per capita for the six percent scenario, and over $123 per capita for the eight percent scenario. In today’s terms, that would mean that retaining 50 percent of the students in the six percent scenario would grow the state’s GSP by $718.7 million over a 30-year period. Retaining half the students in the eight-percent scenario would grow the state’s overall GSP by $1.4 billion during the same period.

In counties with higher levels of international students, the effects on per capita GSP documented above would be much higher. For example, in Portage County, Ohio, which already has a higher-than-average international student population, per capital GSP would rise by more than $250 for the lower target scenario, and $497 for the eight percent scenario over a 30-year period. Per capita increases in GSP are an especially important measure as they are a sign of an expanding economy, one in which economic growth outpaces population increases, potentially producing higher standards of living in general.

**TABLE 6:**
LONG-TERM IMPACT OF 50 PERCENT RETENTION RATE ON OHIO GSP PER CAPITA, EXPRESSED IN CURRENT VALUES

<table>
<thead>
<tr>
<th>Per Capita GSP</th>
<th>Current</th>
<th>Six Percent</th>
<th>Eight Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$45,033.65</td>
<td>$45,090.90</td>
<td>$45,147.42</td>
</tr>
<tr>
<td>Total GSP (in Millions)</td>
<td>$565,300</td>
<td>$566,018</td>
<td>$566,728</td>
</tr>
<tr>
<td>Net Change from Current (in Millions)</td>
<td>---</td>
<td>$718.7</td>
<td>$1,428.2</td>
</tr>
</tbody>
</table>

Studies have consistently found when there is more economic opportunity in an area more native-born individuals are drawn there to live and take advantage of work opportunities. Similar to the effects on GSP, researchers at Harvard have found that a one percent increase in the share of the adult population with a bachelor’s degree or higher raises the population of a given area by 3.4 percent over a 50-year period. Using that model, we estimate that retaining 50 percent of the foreign students in the six- and eight-percent scenarios would raise the population of the state by 42,387 people and 84,103 people, respectively, over a 50-year period.

**TABLE 7:**

**LONG-TERM IMPACT ON POPULATION GROWTH, STATEWIDE PROJECTED AS A RESULT OF RETAINING MORE INTERNATIONAL STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Six Percent</th>
<th>Eight Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in Population</td>
<td>42,386</td>
<td>84,103</td>
</tr>
</tbody>
</table>

Source: Partnership for a New American Economy

We estimate that these graduates would be able to contribute billions of dollars to the economy over the course of their working lives. Here, we estimate that the graduates who may remain in Ohio would earn more than $57 billion dollars under the six percent scenario, and more than $76 billion under the eight percent scenario. This is money that could be kept in the state, contribute to state and local budgets, support local economies, and be invested in state businesses.

**TABLE 8:**

**TOTAL PROJECTED LIFETIME EARNINGS OF INTERNATIONAL GRADUATES, ASSUMING A 50 PERCENT RETENTION RATE OF INTERNATIONAL GRADUATES**

<table>
<thead>
<tr>
<th></th>
<th>Six Percent</th>
<th>Eight Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Lifetime Earnings (in Billions)</td>
<td>$57.1</td>
<td>$76.2</td>
</tr>
</tbody>
</table>

Source: Partnership for a New American Economy

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45 See footnote 4.
46 Bureau of Labor Statistics describes “working lives” as being age 25 to 65 when people are fully employed or active in the workforce. This period is used to estimate lifetime earnings.
47 See footnote 33.
Federal Regulatory Barriers to Retaining International Students in Ohio, Beyond Their Study with Work Authorization

The U.S. market share of international postsecondary students has been declining. In 2000, the United States educated 23 percent of all students who were studying abroad. By 2011, the United States’ market share fell to 16 percent. As more English-speaking countries, such as Australia, Canada and the United Kingdom, change their immigration laws to make authorized employment more accessible for highly skilled international students in those countries, more of those countries will likely entice a greater percentage of talented postsecondary students from abroad – particularly attracting students from Asia, Africa, and South America.

Currently, federal law imposes a number of barriers to the retention of foreign natives in this country beyond their student-status at Ohio’s colleges and universities. Once an international postsecondary student completes her/his program of study, which includes the previously discussed OPT opportunity and the automatic grace period discussed in the “Welcome to Ohio” section of this report, to remain in Ohio the individual must qualify for and obtain temporary work authorization under a nonimmigrant visa or a visa qualifying the individual for immigration status. The nonimmigrant H-1B visa is the primary category used by employers to provide temporary employment authorization for foreign citizens who want to remain in the United States to work, at the conclusion of their student visa status. However, only 85,000 H-1B visas are annually authorized. There were 172,500 petitions filed during the first five days of the application process for the 2015 fiscal year. Similarly, 135,000 petitions were filed the first week for the previous year. Petitions filed in excess of the authorized number trigger the United States Citizens Immigration Services (USCIS) to use a computer-generated random selection process. Thus, the odds for petitioners in the most recent lottery were approximately 50 percent. International postsecondary students not selected by lottery to obtain an H-1B visa must return to their home country at the end of their OPT period. The OPT STEM extension for E-Verify employers was the limited administrative remedy for this problem. By allowing the 17-month STEM extension, E-Verify employers could file another petition the following year on behalf of the students’ transition from student to work authorization status and enter the H-1B

48 The H-1B visa is available to employers who wish to hire a foreign national for a “specialty occupation.” Employers are required to determine and offer the prevailing wage for the occupation in the geographical area of employment.

49 There are several additional country specific nonimmigrant temporary work classifications related to the North American Free Trade Agreement and other U.S. trade, commerce and investor treaties. However, each has restrictions and therefore they do not have widespread application.

50 The 85,000 H-1B visas noted reflect the sum of 65,000 visas for the general category and 20,000 under the advanced degree exemption. More information found here: http://www.uscis.gov/working-united-states/temporary-workers/h-1b-specialty-occupations-and-fashion-models/h-1b-fiscal-year-fy-2015-cap-season


52 E-Verify is an Internet-based system that compares information from an employee’s Form I-9, Employment Eligibility Verification, to data from U.S. Department of Homeland Security and Social Security Administration records to confirm employment eligibility. Its use is free of charge however a business may incur costs related to its learning curve and compliance, http://www.uscis.gov/e-verify
lottery again. The ability of employers to fill job vacancies has been shown to correlate with the skill, education and experience requirements of the job (see Figure 5 below). In 2011, Ohio ranked seventh in the country for STEM-related H-1B occupations, with the vast majority of the international postsecondary students in the state studying STEM-related content.

**FIGURE 5:**
**H-1B AND STEM JOB VACANCIES REMAIN OPEN LONGER**

![Bar chart showing percentage of jobs unfilled after one month]

Although some people may consider the current regulatory barriers to be daunting and prohibitive, the recommendations in this report consider recent action taken by U.S. Department of Homeland Security in support of new policy and regulations to support U.S. businesses to hire and retain highly skilled foreign-born workers and efforts to improve the U.S. employment-based immigration system. It is estimated that Congressional expansion of high-skilled workers in Ohio would add more than 12,000 new jobs by 2020 and would add $4.8 billion to Gross State Product by 2045, projecting an increase of personal income by more than $4.6 billion during that same period. Ohio’s proposed state-level consortium, three-objective approach positions our state to lead in helping to shape and advocate for policy and regulatory reform specifically to allow U.S. colleges and universities to compete with those in other countries, where laws support the attraction of highly skilled international students and scholars with the promise of authorized employment.

A state-level effort to advocate for and proactively help shape regulatory reform would greatly improve Ohio’s ability to retain talented foreign nationals for employment in the state beyond their postsecondary education.

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Under-Tapped Opportunities to Stimulate Innovation and Productivity Gains

Despite limited avenues for foreign inventors, researchers, and entrepreneurs to remain in the United States to conduct research and create jobs through new businesses, the following avenues could prove promising for the state.

H-1B CAP EXEMPTION
The H-1B Cap Exemption provides an exemption from the 85,000 annual numeric limitation of H-1B visa awards when the employer is an institution of higher education or a related or affiliated nonprofit or government research organization. This means strategies, such as Massachusetts’ Entrepreneur in Residence pilot program may be cautiously viable for Ohio’s consideration. The state of Massachusetts authorized three million dollars to jump start its program, which aims to connect that state’s international postsecondary students with part-time university employment, taking advantage of the cap exemption, and part-time employment with another business entity. Whereas the Massachusetts’ concept may experience challenges once the state funded pilot period expires, Ohio could explore integrating the H-1B Cap Exemption opportunity with the EB-5 and National Interest Waiver (both described below) to leverage foreign investment, research and inventors in this state.

EB-5
The federal Employment Based Fifth Preference (EB-5) immigrant visa category is available to foreign investors who invest $1 million in a U.S. business or $500,000 in low-income, distressed areas called “targeted employment areas” (TEA). The investors must demonstrate that their risk will employ at least 10 qualified individuals. Ohio’s exploration of direct and indirect foreign investment opportunities under EB-5 could include Ohio Foreign Investment Centers (public/private partner organizations) postsecondary institutions and businesses, with consideration toward aligning projects with the objectives described in this report; foreign student attraction and retention; and enhanced opportunities for Ohio-native students.

NATIONAL INTEREST WAIVER
The “national interest waiver” tool for permitting non-citizens with advanced degrees or exceptional ability to seek work authorization without employer sponsorship if remaining in or being admitted to the United States, is in the national interest. Strategically, Ohio could factor this waiver with greater use toward entrepreneurs, researchers, and inventors, gaining temporary status for job creation and innovative business development to benefit of the state’s economy.

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55 Definition of Institution of Higher Education as defined in section 101(a) of the Higher Education Act of 196520, U.S.C. 1001(a)
56 “National interest waiver” is located in section 203(b)(2)(B) of the Immigration and Nationality Act (INA)
57 Jeh Charles Johnson, Secretary, U.S. Department of Homeland Security, Washington, DC, November 20, 2104
Gains and Benefits for Ohio’s Native-Born Postsecondary Students

Academic mobility generally consists of the international movement of students, faculty members and programs, across borders. During the 2013-2014 academic year nine percent of all domestic undergraduate students studied abroad for academic credit. Although this is a record high,58 40-percent of the total nine percent studied abroad for one academic quarter, semester, or longer, whereas 60-percent of the students who studied abroad did so in shorter programs with various learning objectives. From the perspective of future employment for native Ohio students, employers consistently cite factors such as study abroad and international exposure as important criteria in young job candidates. One 2007 survey of top human resource executives, for instance, found that 73-percent cited study abroad as “important” when evaluating the resume of a job candidate for a junior-level position.59 One of the largest scale surveys on international experience, taken by 80,000 major employers, students, and university officials in Europe released this year by the European Commission, found that students who had exposure to international experience were half as likely to experience long-term unemployment as those without similar experiences.60 In response to a question posed by the Ohio Chamber of Commerce to its membership, companies expressed that when considering candidates to fill overseas positions in the company, an employment candidate’s life experience outside of a small geographic area is “the leading indicator of ability to relocate.” Globalized education included in Ohio students’ K-12 postsecondary preparation, workforce development and business growth efforts will enhance global economic competitiveness for Ohio-native students.

59 Study A Broad Boosts Employability Say Global HR Execs in New Study”, April 9, 2007
Diplomatic Outcomes and Future Opportunities

Whereas the economic benefits that international students bring to postsecondary institutions within Ohio, local communities, and the state’s economy is compelling, there are additional indirect and non-monetary impacts of international students. Studies have found a range of benefits to the native-born student population, including exposure to and awareness of differing cultures, customs and points-of-view, creates greater understanding, appreciation, and respect for the people who host those differences.61 This gives students the tools needed to succeed in an increasingly multi-cultural world62 as well as debunks stereotypes held by the native-born student population.63 A study in the Journal of Studies in International Education surveyed faculty members at a top Midwestern research university and found that faculty members cited a variety of benefits that international students bring to their departments, including filling research assistant positions, establishing international ties, and providing American students with an expanded and critical perspective. Overall, these studies point to the positive effects of a diverse and multicultural student body for the native-born population, which translate not only in higher degrees of tolerance, but also a deeper understanding and respect for global cultures. This greater comprehension of global and transnational cultures not only increases broadmindedness and communication, but also equips native-born students with the ability to function in an increasingly globalized world and enlarge their business and professional network.

Another critical way that international students benefit their host postsecondary institutions and countries is through gains in innovation and productivity. A World Bank Study found a positive impact on innovation stemming from the presence of international graduate students in American universities. The results of this empirical model shows that a 10 percent increase in international students corresponds with a 4.5 percent rise in patent applications, a 6.8 percent rise in university patent grants and a 5.0 percent rise in non-university patent grants. Stephan and Levin (2001) also find positive contributions in the fields of science and engineering by foreign-born or foreign-educated. There is also some evidence that diversity alone is enough to boost innovation in the workplace, as a recent study based in German found. The results from the cross-regional investigation suggest that differences in knowledge and capabilities of workers from diverse backgrounds enhance performance of regional R&D sectors (Niebuhr 2010). While this study focused on the workplace, it can be used as a theoretical lens with which to understand the possible gains of a diverse and international student body within universities, particularly in the STEM fields.

CHANCELLOR’S RECOMMENDATIONS

REQUIRING LEGISLATIVE ACTION:

1. Amend state law to eliminate the barrier which limits driving privileges of international postsecondary students in Ohio. Correlate the expiration date of the international student’s Ohio driver’s license with the automatic extension date provided under federal law.

2. Establish the infrastructure for a state-level, statewide consortium as follows:
   - Composed at minimum of public and private postsecondary institutions, business, community and workforce development organizations, consumers and state agencies; and
   - Coordinated and managed by the Chancellor of the Ohio Board of Regents, that regularly consults with Ohio international student and international alumni representatives and domestic faculty; and is
   - Funded with both public and private resources in a cooperative and designated shared funding model that includes allocation of public funds in an amount that matches the amount contributed by postsecondary institutions within Ohio, with a not-to-exceed earmark into a designated fund that may receive funds from private for profit and not-for-profit organizations; and that is
   - Called Ohio Global Reach to Engage Academic Talent (G.R.E.A.T.).

3. Direct the consortium to develop and implement a strategic (Ohio G.R.E.A.T.) plan in order to achieve the three-pronged policy framework: (1) promote Ohio as a postsecondary destination globally, (2) encourage international postsecondary students to remain in the state beyond their study, and (3) enhance global economic competitiveness for native Ohio students; monitor the efficacy of the plan and recommend ongoing strategies and tactics toward the continued achievement of the plan; and include the following strategies and success indicators in the plan:

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67 Under current law, the student’s driver’s license expires on the date the education program ends, rather than on the date that the student’s “legal presence” is automatically established by federal law.
Measure of Success: Increase the number of international postsecondary student, on temporary visas, enrollment from 4.1% to 6.0% of the total postsecondary student body in Ohio, by December 31, 2018.

1. Develop www.Ohio-GREAT.edu a comprehensive centralized point of entry to Ohio’s postsecondary international engagement serving prospective, current, and former international students with centralize access to:

- Ohio’s public and participating private education programs and international postsecondary opportunities
- Ohio’s diversity of populations, cultures, campus communities, and businesses, and industries relative to programs of study
- Students’ engagement with Ohio campuses, communities and international alumni before they voyage from their home country
- Prospective students’ profile match to multiple postsecondary institutions in Ohio applicable for the student’s enrollment “student-to-study-fit”
- Data reporting of international student attraction factors, student satisfaction of Ohio experience, increased connection with Ohio business, assistance navigating U.S. visa requirements
- Link access to OhioMeansJobs’ with www.Ohio-GREAT.edu

Timeline: Incremental web-tool development with initial site launch May 2015

2. Develop and implement an aggressive marketing plan to promote Ohio as a postsecondary destination, globally and ensure use of the web-tool by prospective, current and former international students.
3. Coordinate and conduct international engagement emphasizing cross objectives of Ohio G.R.E.A.T. representatives with the purpose of identifying foreign Governments’ higher education interests and considering how those interests can be met through Ohio G.R.E.A.T. Prioritize international engagement based on:

   - Ohio’s sister-state relations
   - Prospective benefits generated from alignment of Ohio business’ operations in the identified foreign country, the foreign country’s corporate operations in Ohio, and the potential benefit to connecting highly skilled domestic and international students in Ohio with business.

**Timeline:** First mission by July 1, 2016 and at least two each year thereafter as budgeted.

**LEVERAGE THE STATE-LEVEL PLATFORM TO:**

4. Engage the global resources and expertise of the U.S. Department of Commerce and the U.S. Department of State to promote Placeholder in targeted markets and through dignitary channels.

5. Host international counselors and education dignitaries in Ohio together with business interests, to align the state’s economic development efforts with international postsecondary talent.

6. Assist in stimulating expansion of Ohio and international postsecondary academic partnerships.

7. Complement existing and explore the expansion of Ohio’s participation in foreign government funded postsecondary programs, including but not limited to programs of Brazil, Kuwait, Mexico and Saudi Arabia.

8. Survey Ohio’s current international students’ satisfaction to attract like-student study opportunities in Ohio.

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68 Ohio has formal Sister-State relationships with Hubei Province in the People’s Republic of China, Anambra State, Federal Republic of Nigeria, Province of Taiwan, Paraná in Brazil, Lower Austria and Saitama Prefecture Japan
Encourage Ohio’s International Postsecondary Students to Remain in the State Beyond Their Study

**Measure of Success:** Increase international postsecondary students’ rate of securing practical training with Ohio business by 3 percentage points in each state region by December 31, 2018.

1. Assert state-level leadership to:
   - Help shape and advocate for policy and regulatory reform to allow U.S. institutions of higher education to compete with those in other countries where laws support the attraction of highly skilled international students and scholars with the promise of authorized employment.
   - Work with Ohio’s U.S. Congressional representatives and those of neighboring states, to promote federal authorization for highly qualified individuals to contribute to Ohio’s research, entrepreneurship, corporate talent pool, and global economic competitiveness.
   - Support administrative efforts and regulatory reform to expand opportunities for investors and entrepreneurs to gain temporary status for job creation and innovative business development.

2. The Chancellor will adopt an Ohio Board of Regents’ resolution asserting that state-level policy interests are advanced when each postsecondary institution in the state:
   - Provides a global context for academic learning that expands students’ scope of knowledge and preparation to succeed in global economic environments;
   - Considers its educational mission and its commitment to advance its international and domestic students’ global economic competitiveness;
   - Commits to support policies and practices that nurture welcoming classrooms, other campus and community environments in which students from around the world experience a sense of value and contribution to life in Ohio.

3. Each public and participating nonpublic postsecondary institution annually track and report to the Chancellor the number of students applying for and securing practical training, authorized under student visas, and the nature and duration of the practical training commitments.

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69 Increase from basis informed by Brookings Institute Report. See footnote 33.
4. Promote graduate-level programs in Ohio that satisfy the federal exception, allowing the international student’s accompanying spouse to work in the state.\textsuperscript{70}

5. Create a mechanism for all Ohio colleges and universities to share “best practices” that support the attraction and retention of international students and enhanced global economic opportunities for native-Ohio students.

6. Develop regional opportunities to align postsecondary Career Services activities with businesses to increase regional business access to highly skilled personnel and knowledge pertaining to employing international students.

7. Coordinate state funded compliance training opportunities for Ohio business’ ease of E-Verify\textsuperscript{71} use.

8. Increase promotion of international student participation in curricular practicums and internship programs, including but not limited to the Export Internship Program and Third Frontier Internship Program.

9. Explore state-level opportunities to increase international alumni engagement with international postsecondary students and Ohio businesses; leverage relationships with groups such as the Asian Indian Alliance, Ohio Asian American Pacific Islander Advisory Council, international trade representatives and diplomats, The International Entrepreneurs (TiE) Ohio, Ohio’s seven formal Sister-State relationships, and others.

10. Explore direct and indirect foreign investment opportunities under the federal Employment Based Fifth Preference (EB-5) immigrant visa category, with existing Ohio Foreign Investment Centers, postsecondary institutions and businesses. Consider stipulations generating practical training opportunities (CPT and OPT) for nonimmigrant international students to aid retention efforts and incentives for postsecondary globalized education scholarships through the EB-5 investor relationship to aid attraction.

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\textsuperscript{70} 8 CFR 214.2\textsuperscript{[i]}(1)(v)(A) in relevant part. “Income from the spouse’s or dependent’s employment may be used to support the family’s customary recreational and cultural activities and related travel, among other things. Employment will not be authorized if this income is needed to support the student principal alien.”

\textsuperscript{71} See footnote “37”
Enhance Global Economic Opportunities for Ohio Postsecondary Students

1. Coordinate the state's education policy. Provide guidance to postsecondary institutions participating in Ohio’s College Credit Plus and International Baccalaureate programs to promote college courses that include globalized curricula and world languages.

2. The Chancellor and the Superintendent of Public Instruction identify education strategies allowing secondary students to interact with peers from other countries and learn about globalized opportunities associated with career field pathways.

3. Explore ways the Chancellor can provide state-level assistance to bolster international academic partnerships and faculty exchange opportunities.

4. Create Ohio-G.R.E.A.T. domestic student mobility grant, incorporating international work experience into Ohio-native students’ undergraduate degree, as a capstone experience.

Consider student qualifications for award of such grant to include the following:

- Earn at least 15 postsecondary credits under the College Credit Plus program or the International Baccalaureate program; and
- Include critical language skills72 coursework in subsequent postsecondary program of study or demonstrate equivalent knowledge of world language skills; and
- Earn acceptance into an Ohio G.R.E.A.T working-abroad capstone experience during the last two semesters before postsecondary graduation.

Consider the following state, university and business contributions to the grant program:

- State awards, up to 100 student-participants, for $2,000 each, per year;
- University grant and aid contributes toward students’ working-abroad semester tuition;
- Ohio company, doing business in the foreign country, provides for students’ living expenses while students are working abroad for the company through the capstone experience.

The Chancellor shall prepare a report on the status of the consortium, Ohio G.R.E.A.T., on a biennial basis. The report shall include, at a minimum, a synopsis of the consortium’s strategic plan including strategies, outcome indicators and results to date. The report will be submitted to the Governor, the President of the Senate and Speaker of the House, and the Chairpersons of the Education Committees on the last day of the reporting year.

72 As defined by the U.S. Department of State and the U.S. Department of Education, languages deemed “critical” for United States’ citizens include, but may not be limited to, Arabic, Chinese, Hindi, Japanese and Russian because of their importance to national security, commerce and improved international relations.
Conclusion

Simply codifying these recommendations will not be enough to assure that they are successfully implemented. A balance of state-level coordination and stakeholder autonomy must be reached in order to produce and sustain an Ohio climate that attracts international postsecondary students and encourages them to remain here, strengthening the state’s economic competitiveness and global opportunities for its citizens.

Successful implementation will require the conscious commitment and dedication from public and private institutions of higher education, businesses, other state agencies, Ohio’s communities, and state policy to create the collaborative culture necessary for Ohio’s Global Reach to Engage Academic Talent (G.R.E.A.T.) to thrive. Compromise will be required, cooperative investment will be necessary, and the shared interest to bolster Ohio’s global relationships through education and business must be the foundation upon which Ohio-G.R.E.A.T. Consortium functions.

It was extremely encouraging to see the way in which a wide variety of public and private stakeholders came together to discuss the opportunities and challenges of a state-level postsecondary globalization initiative. All of the stakeholders involved expressed their belief that a coordinated state-level approach would be of value to students, business, and the state. While each organization had the opportunity to express its views and identify its individual interests, all displayed the willingness to consider multiple options in the development of what evolved as the proposed innovative initiative. This same spirit of cooperation and consensus will be necessary if we hope to realize the full potential of the Ohio-G.R.E.A.T. Consortium. It is clear that we have the resources, we have the institutions, we have the people; all that is needed is the collective will.

The Board of Regents is committed to the success of the Global Reach to Engage Academic Talent Consortium, and stands ready to work with the Ohio Consortium to implement its strategic plan. We must all work together to assure that Ohio capitalizes on this tremendous opportunity that educating international postsecondary students presents to bolster the state’s global economic competitiveness and well-being for all Ohioans.
Appendix

I.

In addition to the feedback gathered from stakeholders, the principles outlined below were instrumental in shaping the recommendations of this report:

- Students must always be the primary focus and beneficiary of education policy.
- Integrating academic content, research and activities with global perspectives enriches students’ postsecondary education and is an important education priority for the state.
- Promoting a common statewide message and best-practices for recruiting, enrolling and retaining international talent is critical.
- Fostering and strengthening Ohio’s education-to-workforce partnerships around the world has value for students, employers and the state.

II. International postsecondary students studying in Ohio from 189 home-countries, as reported to the Ohio Board of Regents by public and private institutions of higher education.

International students constitute 4% of the total U.S. higher ed population

### IV.

<table>
<thead>
<tr>
<th>Students</th>
<th>General Criteria and Description Highlights</th>
<th>Limitations Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F-1</strong></td>
<td><strong>Objective to Obtain U.S. Degree</strong>&lt;br&gt;For students attending a full-time degree or academic program at a school, college or university; valid for as long as it takes the student to finish his or her course of study; allows students to work on campus and in some situations off campus – part time.</td>
<td>Valid for one year: students may apply for extensions for up to three years.</td>
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<tr>
<td><strong>M-1</strong></td>
<td><strong>Objective to Obtain Professional Certificate of Value</strong>&lt;br&gt;For students enrolled in non-academic or &quot;vocational study.&quot; Valid for one year: students may apply for extensions for up to three years.</td>
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<tr>
<td><strong>F-1 and M-1</strong></td>
<td>- Student must be enrolled in an &quot;academic&quot; educational program, a language-training program, or a vocational program&lt;br&gt;- IHE must be approved by the Student and Exchange Visitors Program, Immigration &amp; Customs Enforcement&lt;br&gt;- Student must be enrolled as a full-time student at the IHE&lt;br&gt;- Student must be proficient in English or be enrolled in courses leading to English proficiency&lt;br&gt;- Student must have sufficient funds available for self-support during the entire proposed course of study&lt;br&gt;- Student must maintain a residence abroad</td>
<td>F-1 students may not work off-campus during the first academic year, but may accept on-campus employment subject to certain conditions and restrictions. After the first academic year, F-1 students may engage in the following three types of off-campus employment:&lt;br&gt;  - Curricular Practical Training (CPT)&lt;br&gt;  - Optional Practical Training (OPT) (pre-completion or post-completion)&lt;br&gt;  - Science, Technology, Engineering, and Mathematics (STEM) Optional Practical Training Extension (OPT)&lt;br&gt;M-1 students may engage in practical training only after they have completed their studies. For both F-1 and M-1 students any off-campus employment must be related to their area of study and must be authorized prior to starting.</td>
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<tr>
<td><strong>J-1</strong></td>
<td><strong>Exchange program participants: Objective to take U.S. college courses and apply credit to foreign (home) degree</strong>&lt;br&gt;International students have the opportunity to study at American college/university or participate in a student internship program that will fulfill the educational objectives of the student’s degree program in his or her home country.</td>
<td></td>
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<tr>
<td><strong>No Students</strong></td>
<td><strong>Objective to expedite U.S. business’ ability to hire non-immigrant worker</strong>&lt;br&gt;in specialty occupations that require expertise in specialized fields such as in architecture, engineering, mathematics, science, and medicine.</td>
<td>Employer must petition, individual cannot apply for an H-1B visa to allow them to work in the U.S.:&lt;br&gt;  - Annual visa award limits: 65,000&lt;br&gt;  - Maximum visa life is six years&lt;br&gt;  - Criteria to qualify as a specialty occupation&lt;br&gt;  - Application cost&lt;br&gt;  - Bachelor’s degree or higher, or its equivalent - common to the industry or the job</td>
</tr>
</tbody>
</table>
Acknowledgements

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The Ohio Association of Community Colleges and members
Dr. Karen E. Rafinski, Interim President, Edison Community College

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JobsOhio
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Evelyn Gitome

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John Carey
Chancellor, Ohio Board of Regents